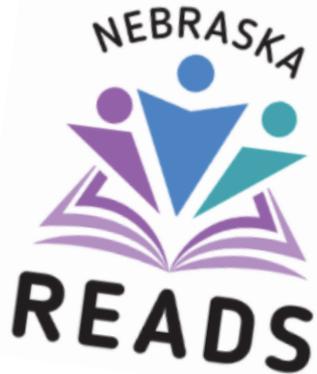






- Maintain a strong sense of leadership
- Reflect, celebrate, wonder, and breathe
- Look at some big ideas around MTSS
- Have courageous conversations
- Establish a common language, common understanding for the work of school improvement
- Ideate!

# Nebraska Key Initiatives and Efforts



## 2017-2026 STRATEGIC VISION AND DIRECTION

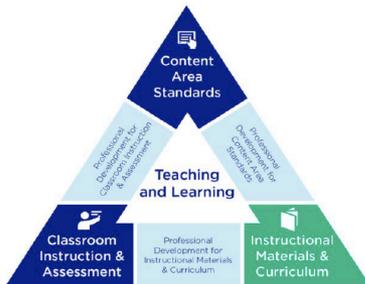
Nebraska State Board of Education and Nebraska Department of Education

NEBRASKA MULTI-TIERED SYSTEM OF SUPPORTS



**Essential Element: Shared Leadership**-Leadership and a culture of collaboration are essential to the success of an MTSS Framework. This is not a process led by special education, nor is it led by general education; rather, it is a joint effort of problem solving on behalf of districts, schools, classrooms, and individual students. To have a strong MTSS Framework, districts must have an effective leadership team, as well as school level support teams.

**AQUESTT Tenet: Educator Effectiveness**-Educator effectiveness ensures that students are surrounded by effective educators throughout their learning experiences such that schools and districts develop effective teachers and leaders who establish a culture of success by focusing on the Nebraska Teacher and Principal Performance Framework, professional development, building leadership supports and effective local policy makers and superintendents.



# **Two basic questions...**

**Are you happy with your data?**

**Is every classroom one you  
would put your own flesh and  
blood?**

# Definition of MTSS in ESSA

*... "a comprehensive continuum of evidence-based, systemic practices to support a rapid response to students' needs, with regular observation to facilitate data-based instructional decision making"*

- (Title IX, Sec. 8002(33))

# MTSS and Nebraska ESSA Plan

...Multi-Tiered Systems of Support (MTSS) emphasizes the use of evidenced-based strategies or interventions plus high levels of fidelity of the chosen intervention system...

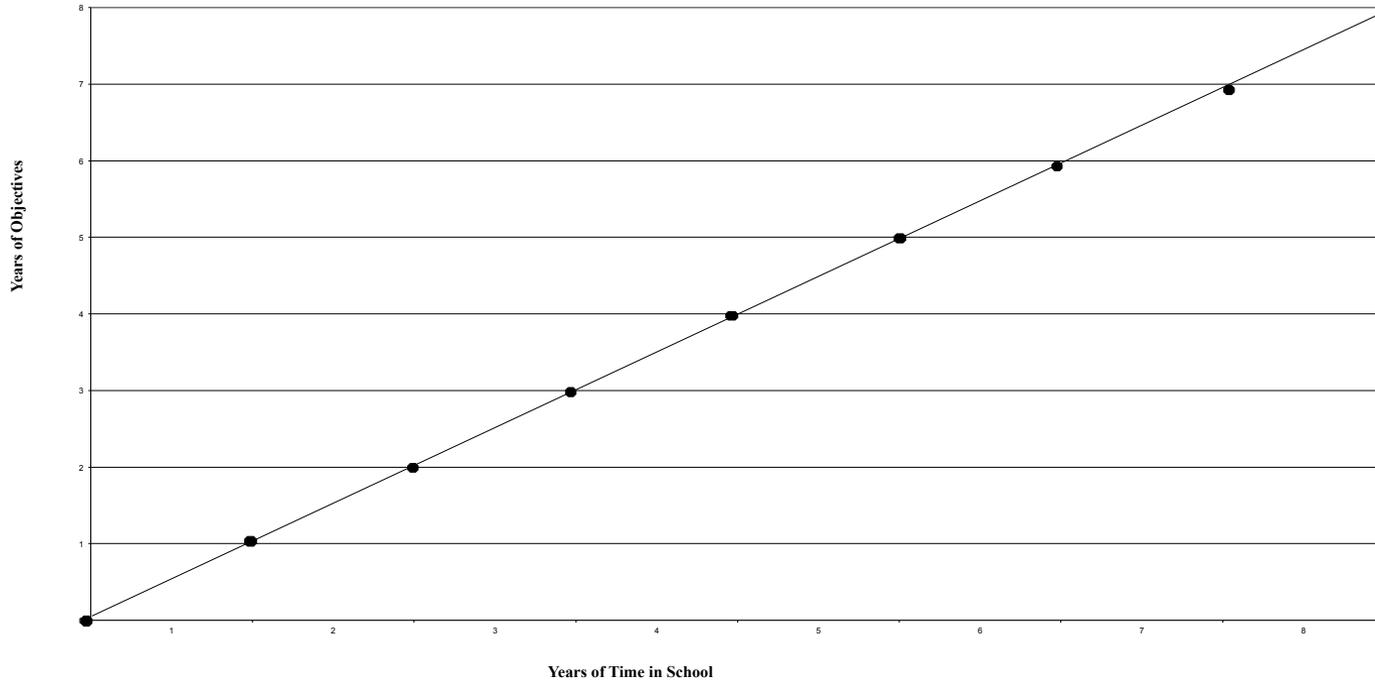
... MTSS best practices include having a team-based approach for implementation...



# Lake Wobegon

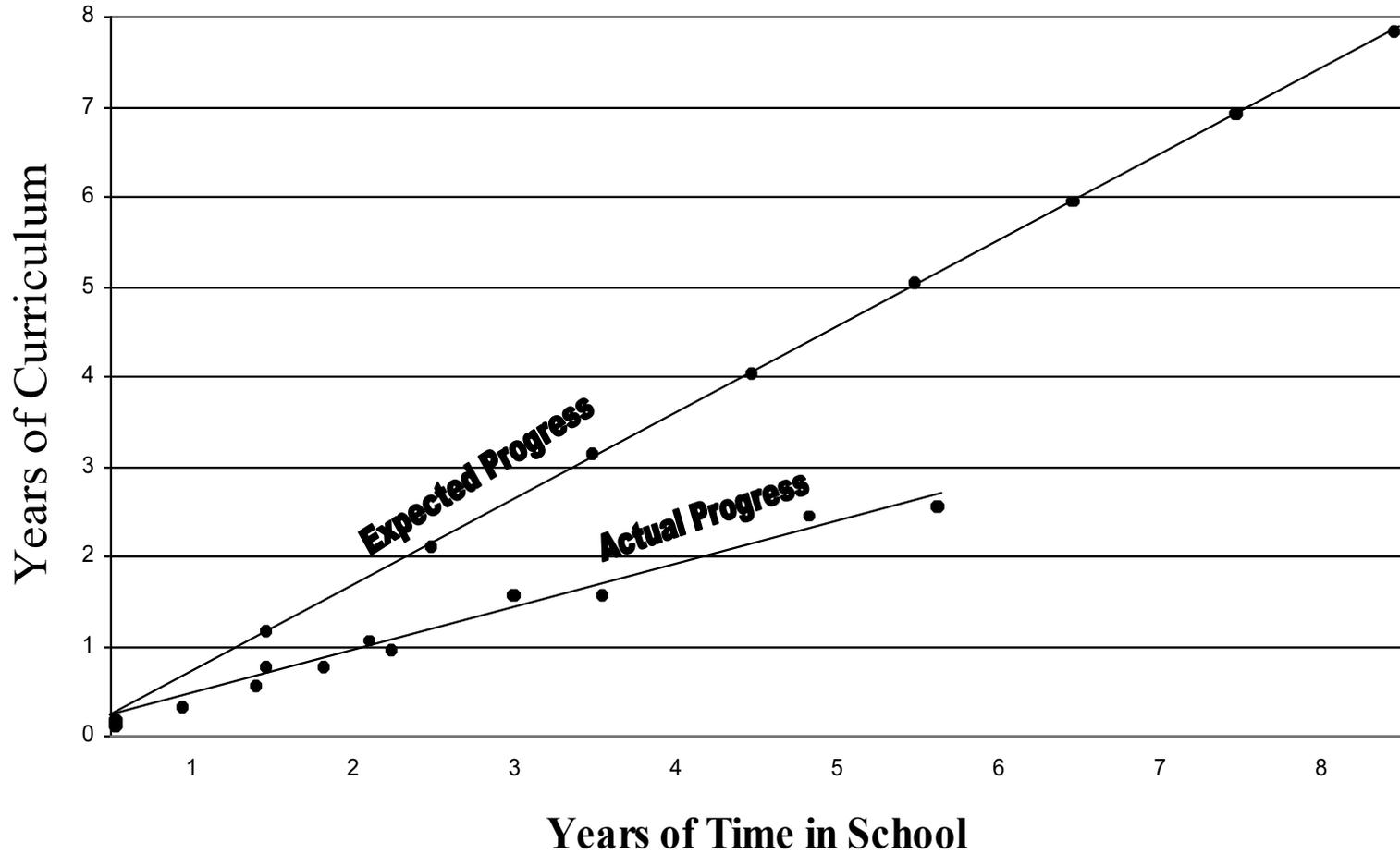
(...all the women are strong, all the men are good looking and all the children are above average...)

Expected Course of Student Learning



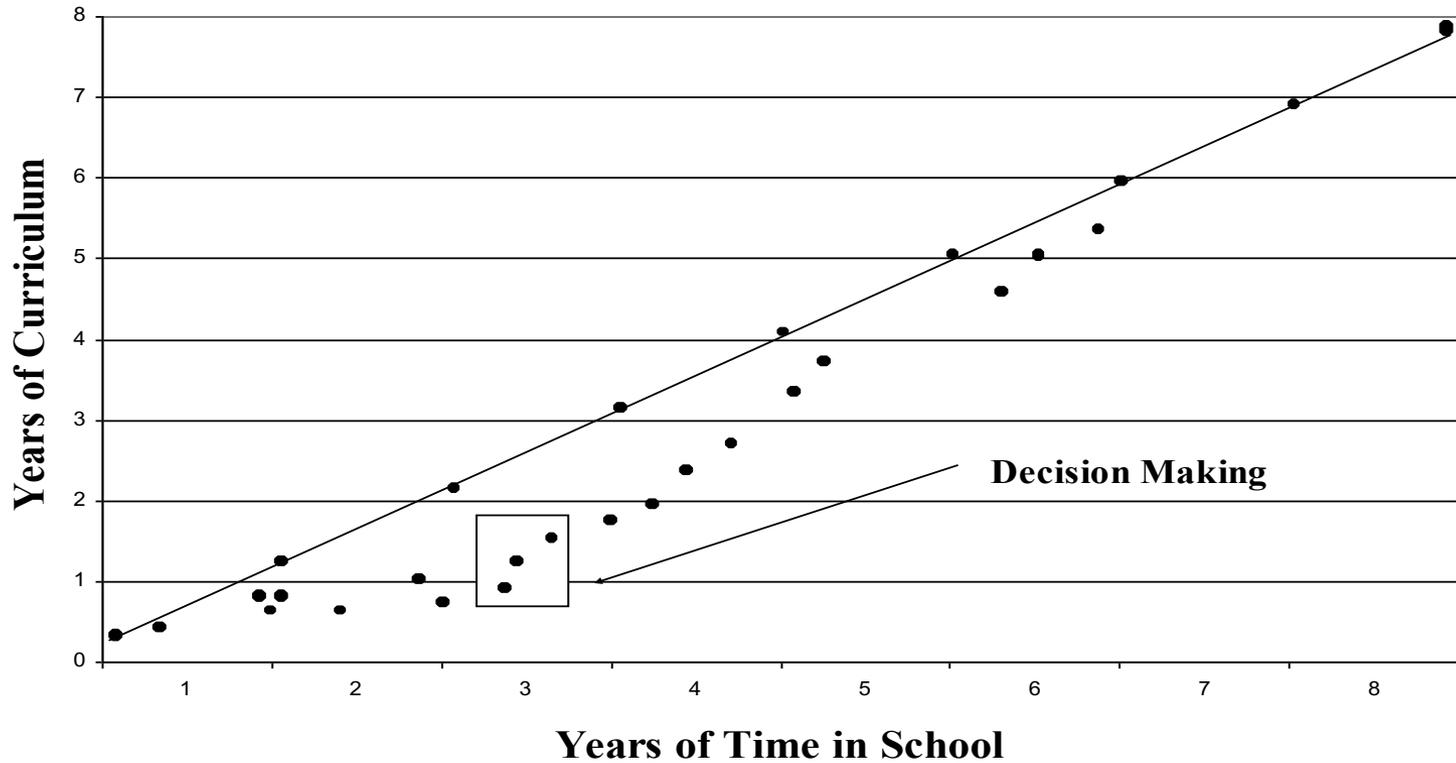
# Who is this Student?

## Actual Course of Learning of Student

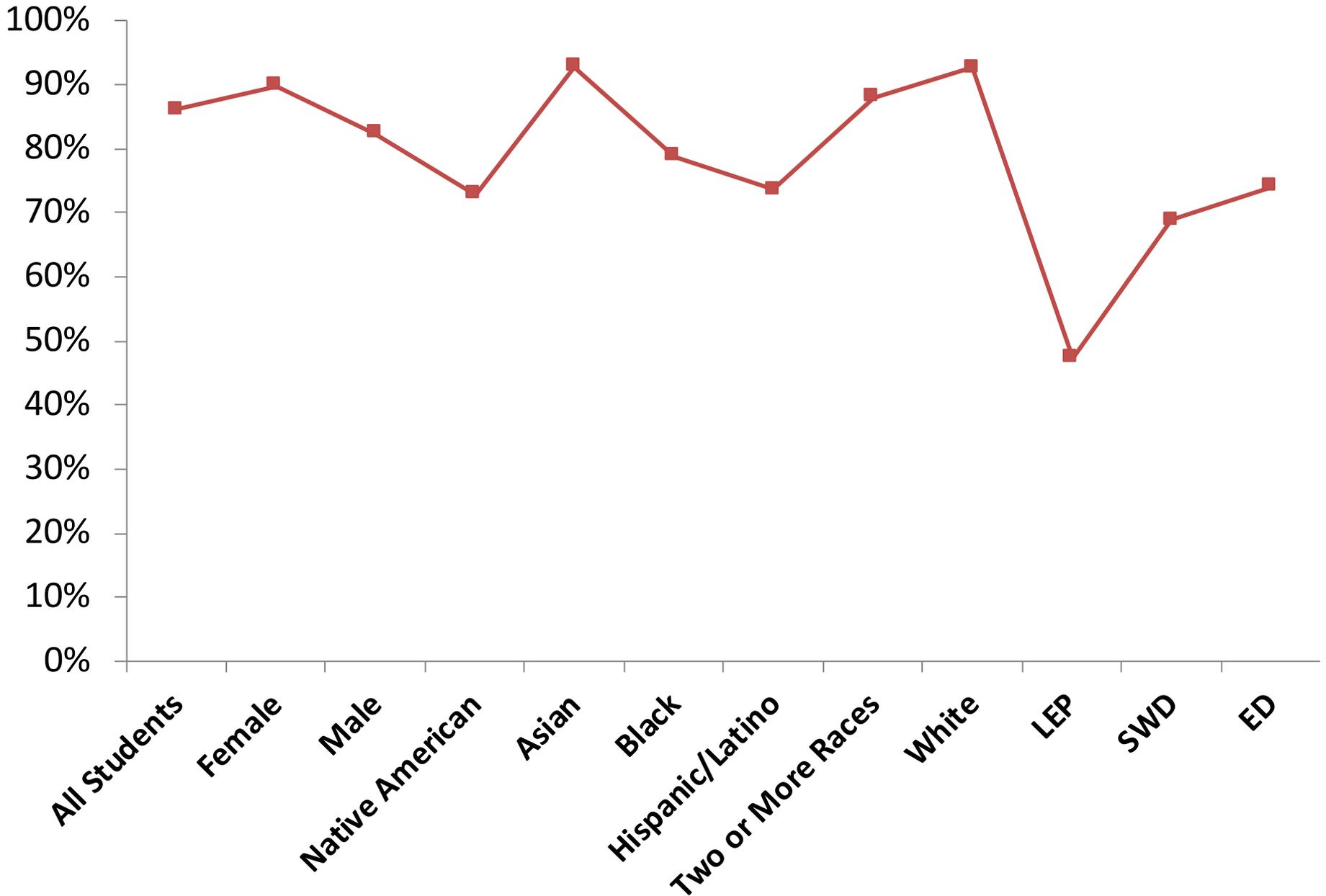


# Who is this Student?

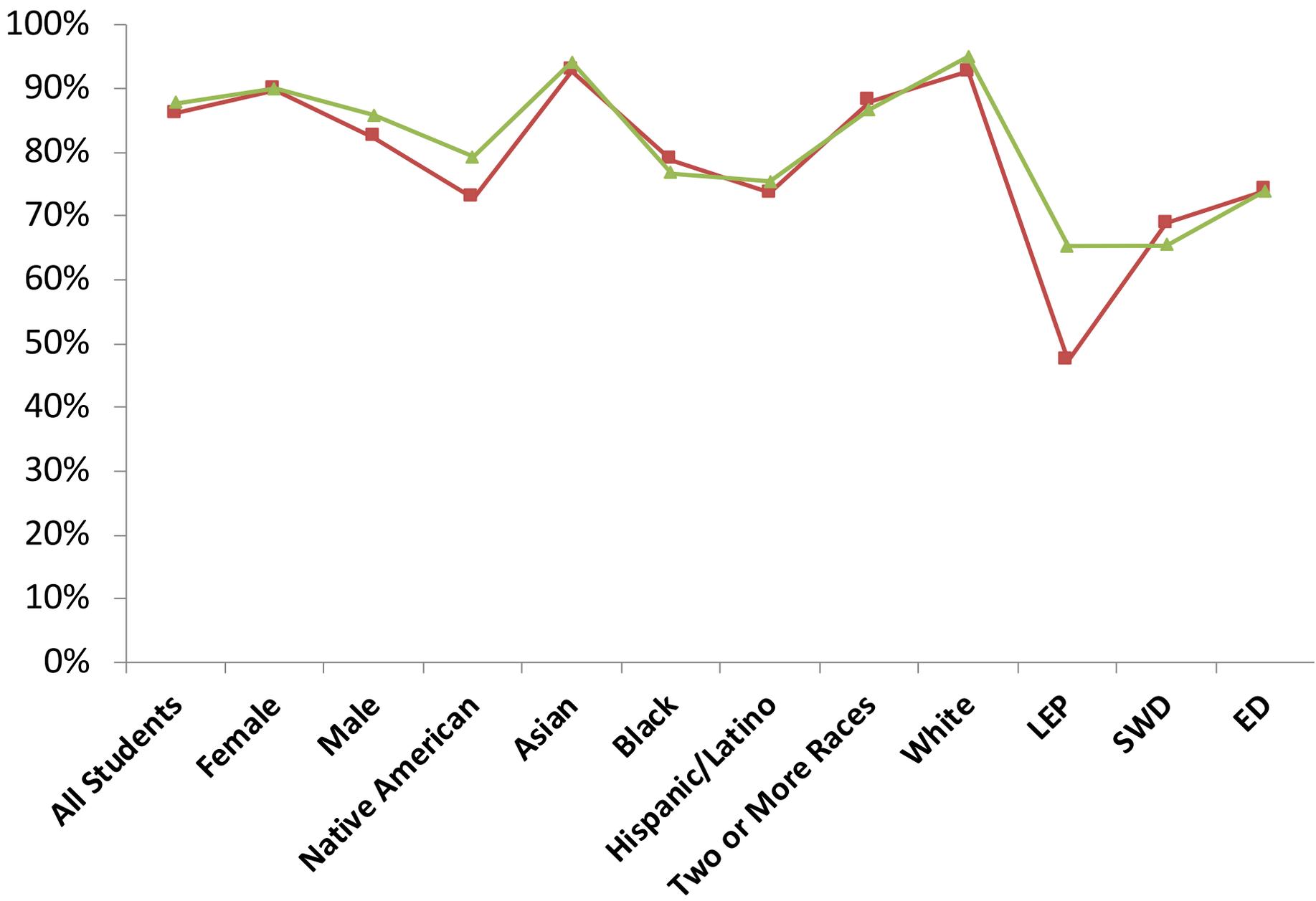
## Effect of Decision Making on Educational Progress



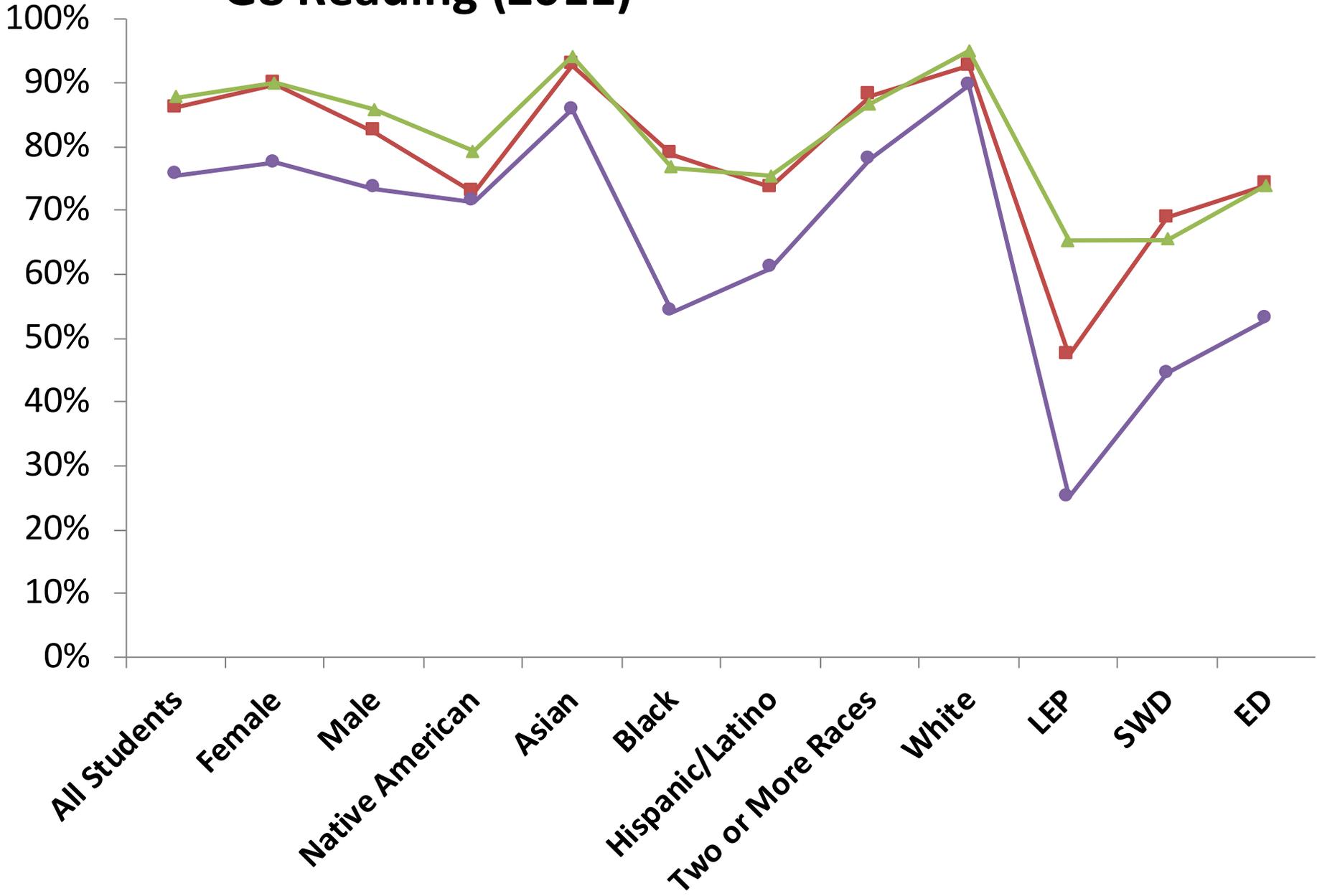
# 4 Yr Grad Rate (2015)

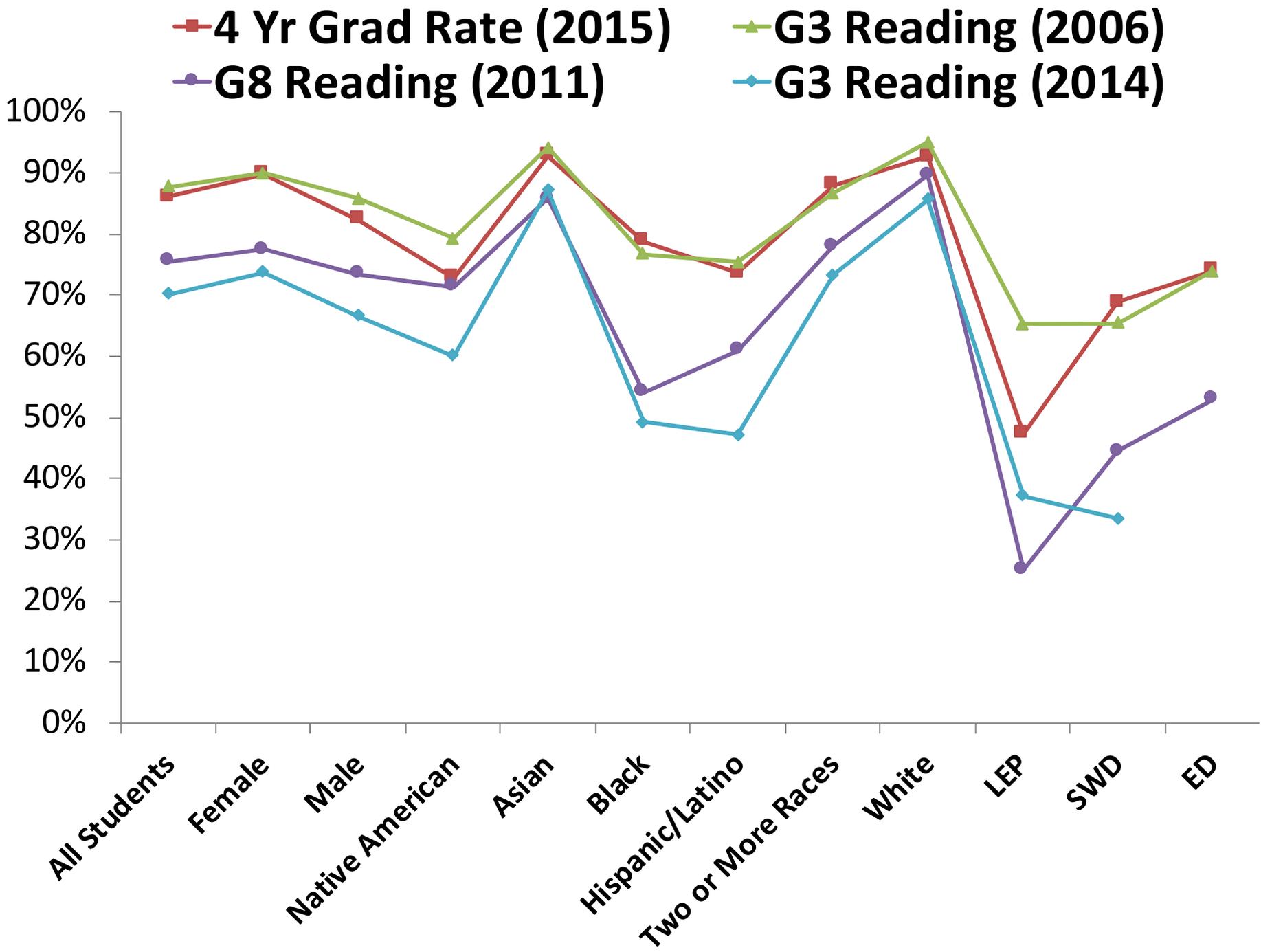


**4 Yr Grad Rate (2015)**      **G3 Reading (2006)**



**4 Yr Grad Rate (2015)**      **G3 Reading (2006)**  
**G8 Reading (2011)**





# Big Idea #1

Using data to inform continuous improvement is critical to knowing if what you are doing is working!



# Let's Calibrate: The Vision

- All students at or above proficiency
- Students have the social and emotional behaviors that support engaged learning
- An integrated system of educational services for 'Every Ed'
- Support services are embraced as a necessary component for successful schooling

# Let's Calibrate: The Outcomes

- Good first teaching for all students!
- Targeted instruction and interventions for learners, both at-risk and highly able
- Significant improvements in pro-social behaviors
- Reduction in over-representation of diverse student groups in low academic performance, special education, suspension/expulsion and alternative education
- Growth & overall improvement in achievement rates
- Maximize & realign resources for a maximum **return on investment**

**Every system is  
perfectly aligned  
for the results  
it gets.**





Kelisha  
5<sup>th</sup> Grade



Randy  
9<sup>th</sup> Grade



José  
7<sup>th</sup> Grade

# Kelisha



Current Grade Placement = 5th  
Current Reading Level = 2nd

José



Randy



Current Gr. Placement = 7th  
Current Rdg Level = 4th

Current Gr. Placement = 9th  
Current Rdg Level = 5th

# Current System

Kelisha, José & Randy are referred to SST (AKA Grade Level Data Teams/Problem Solving Teams) and then assessment for Special Education eligibility

All are tested using a battery of standardized assessments

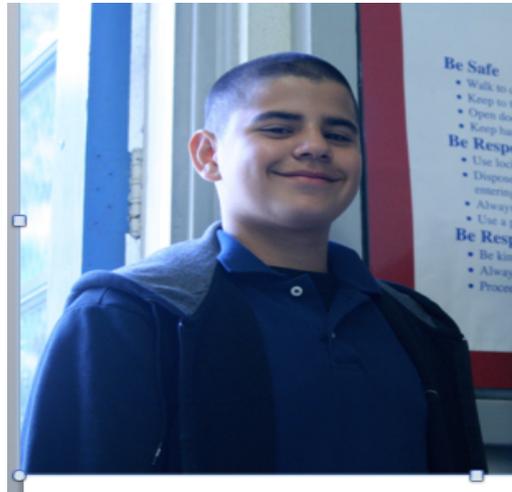
*Next...*

Severe Discrepancy

Placement in Special Education

# The Current Assumption Is...

A discrepancy exists, thus there must be something wrong with Kelisha, José & Randy.



# The Question is...

How do we know what caused the discrepancy if we never looked at anything but the student?

- Could there be problems that exist with core and/or supplemental curriculum?
- Did Kelisha receive high quality instruction starting in Kindergarten? How about in early Elementary School? What about José and Randy?
- Was instruction effectively intensified & implemented with consistency and fidelity?
- Was instruction monitored?

**“This is not just about closing the achievement gap.**

**It is about ending the predictability.”**

Evelyn Belton-Kocher, August 2012  
Former Dir. Research & Evaluation, SPPS

# The Cycle of Circular Thinking...

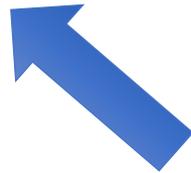
Purple haired kids can't learn



How do you know they can't learn?



Because they aren't learning



Why aren't they learning?



**Think about it...**

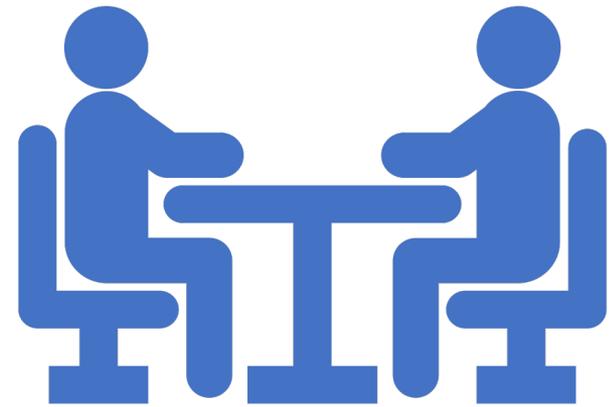
**When a flower doesn't  
bloom you fix the  
environment in which  
it grows, not the flower.**

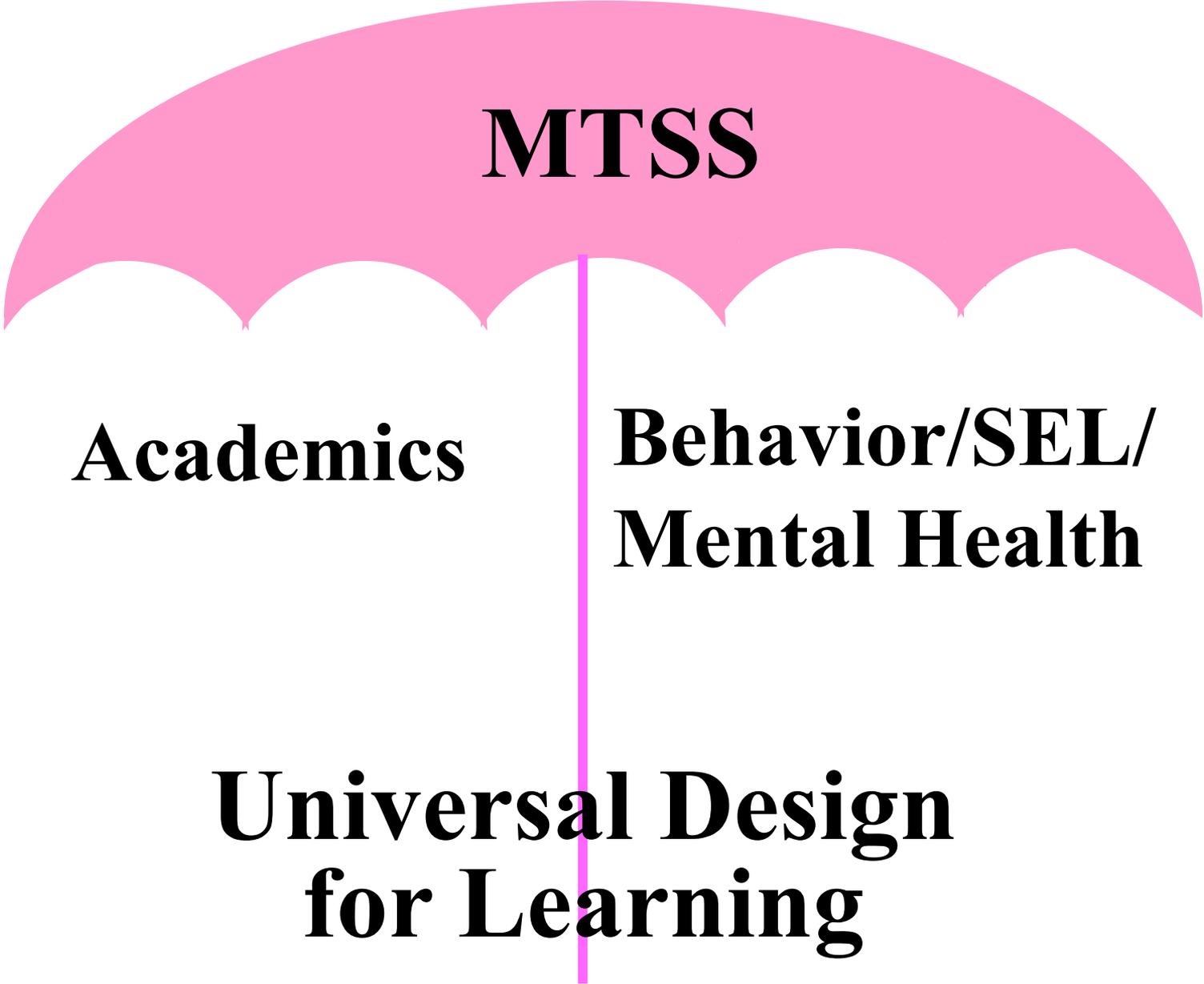
# Big Idea #2

It all starts with strong core instruction in a healthy instructional environment.



**Do We Have A  
Common Language  
Common  
Understanding of  
MTSS?**





**MTSS**

**Academics**

**Behavior/SEL/  
Mental Health**

**Universal Design  
for Learning**

# Multi-Tiered System of Supports

- Evidenced-based model of schooling
  - Uses a **data-based continuous improvement process**
  - **Integrates academic, behavior/social emotional/mental health instruction and intervention**
- Integrated instruction and intervention
  - Delivered to students **in varying intensities (multiple tiers) based on student need**
- Decision-making is **“need-driven”**
  - Seeks to ensure that district resources reach the appropriate students (schools) at the appropriate levels to **accelerate the performance of all students** to achieve and/or exceed proficiency



# NeMTSS Definition

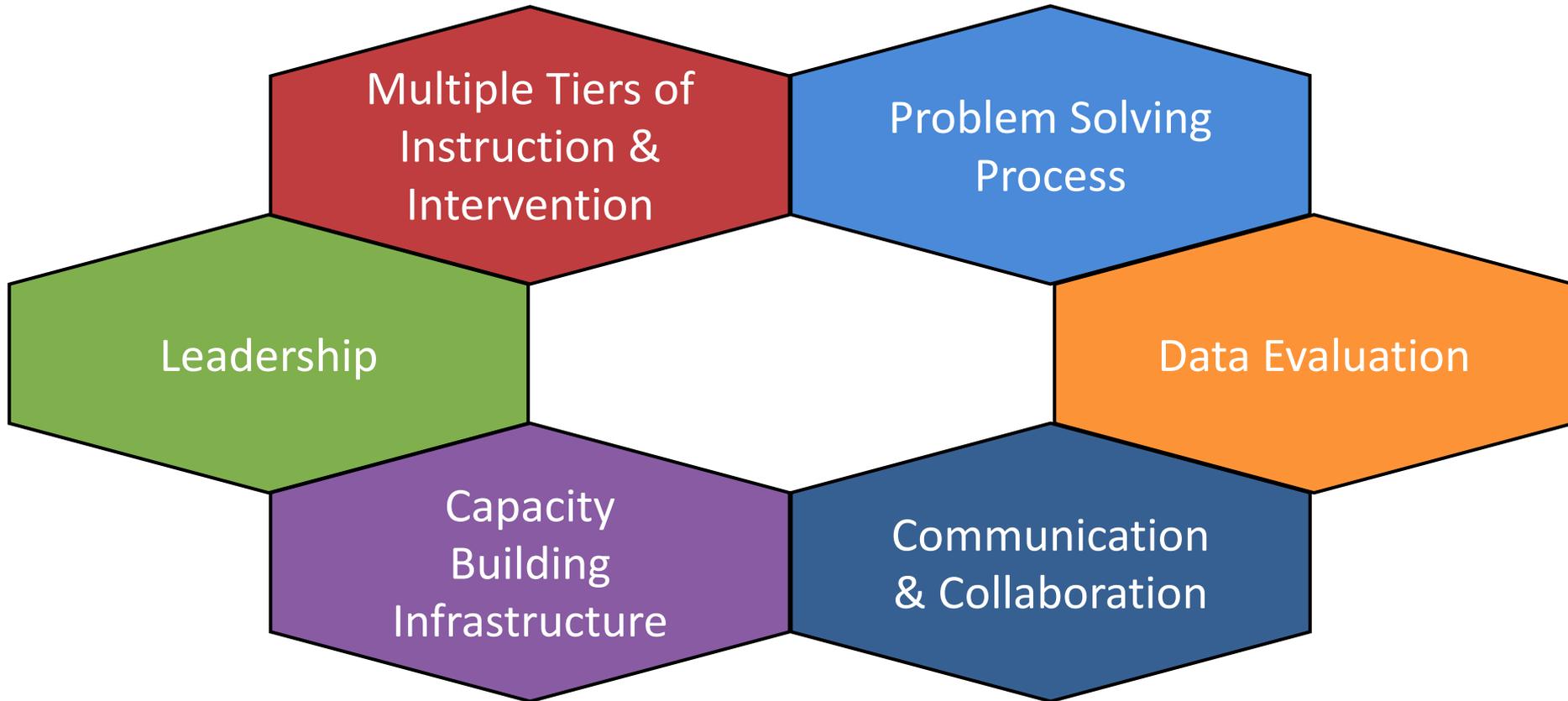
MTSS is a framework that promotes an integrated system

**connecting** general education and special education, along with all components of teaching and learning,

into a high quality, standards-based instruction and intervention system

that is matched to a student's academic, social-emotional and behavior needs.

# Critical Components of MTSS



*MTSS is a framework to ensure successful education outcomes for ALL students by using a data-based problem solving process to provide, and evaluate the effectiveness of multiple tiers of integrated academic, behavior, and social-emotional instruction/intervention supports matched to student need in alignment with educational standards.*



**NeMTSS**  
FRAMEWORK

## **THE ESSENTIAL ELEMENTS OF NeMTSS and ALIGNMENT TO AQuESTT TENETS**

**Shared Leadership**

**Communication, Collaboration, and Partnerships**

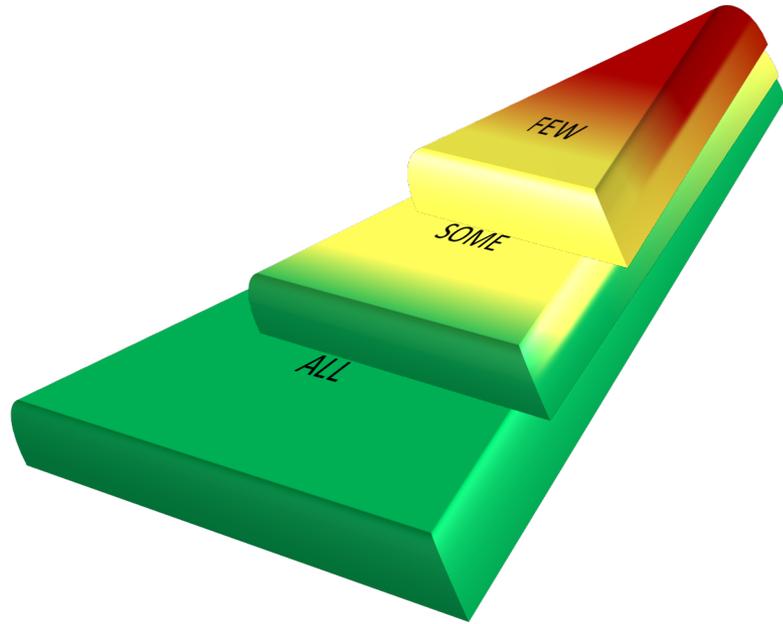
**Evidence-Based Practices: Curriculum, Instruction, Intervention and Assessment**

**Building Capacity/Infrastructure for Implementation**

**Layered Continuum of Supports**

**Data-Based Problem Solving and Decision Making**

# Levels of Instruction

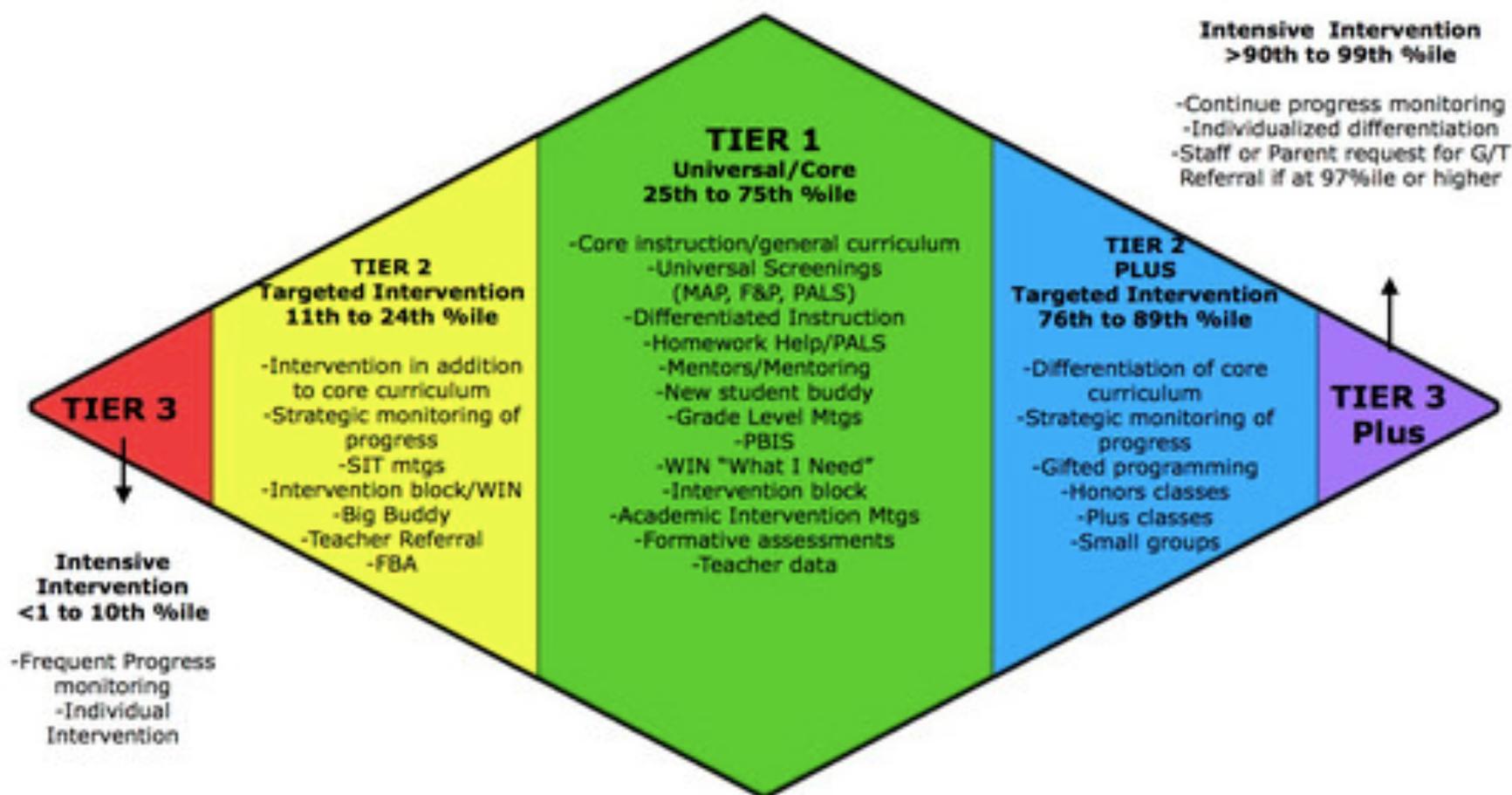


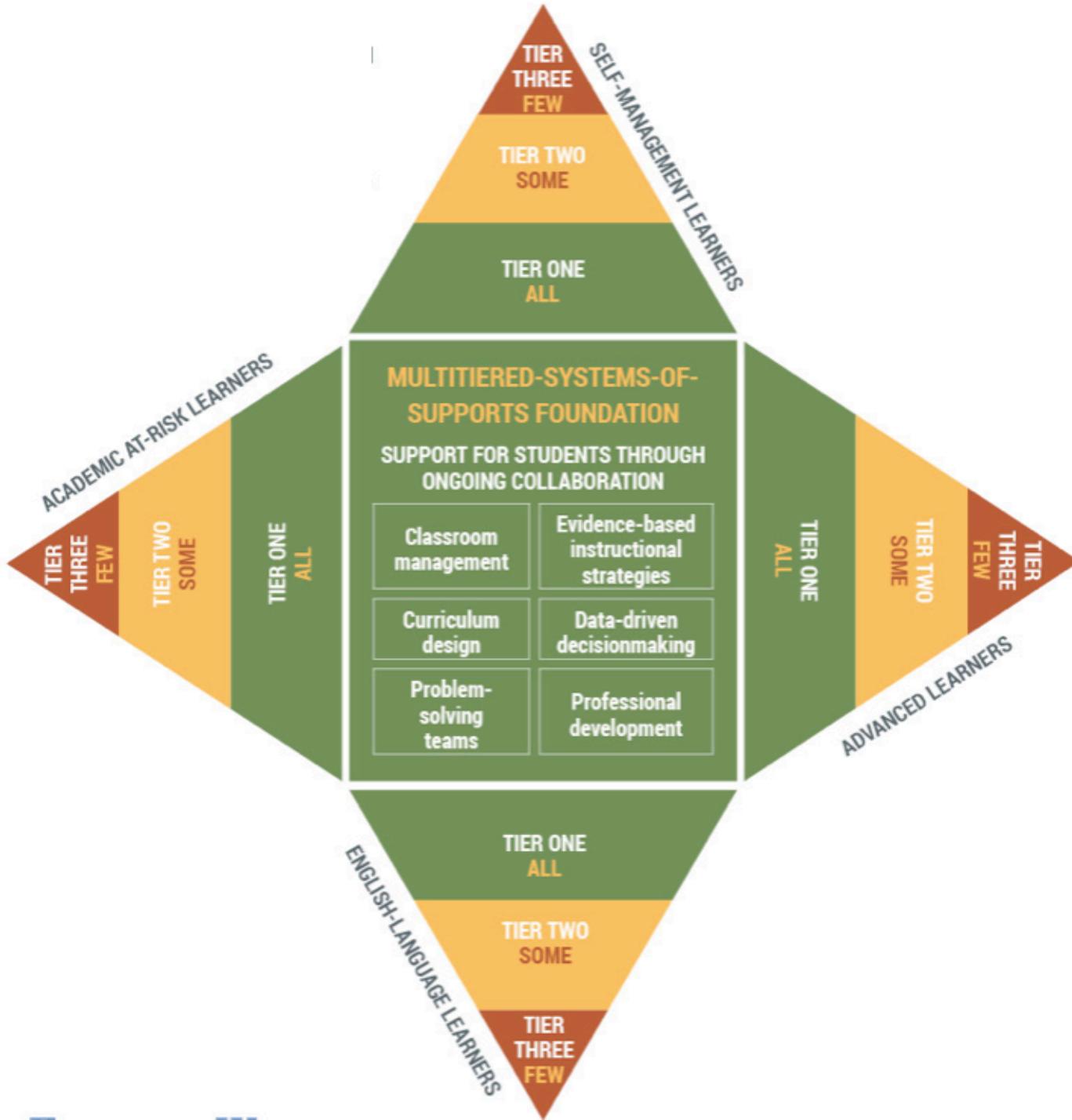
The levels are differentiated by the intensity of the Instruction & who gets the instruction.

**Intensity:**

- Time
- Focus
- Type

# RESPONSE TO INTERVENTION DODGELAND DIAMOND

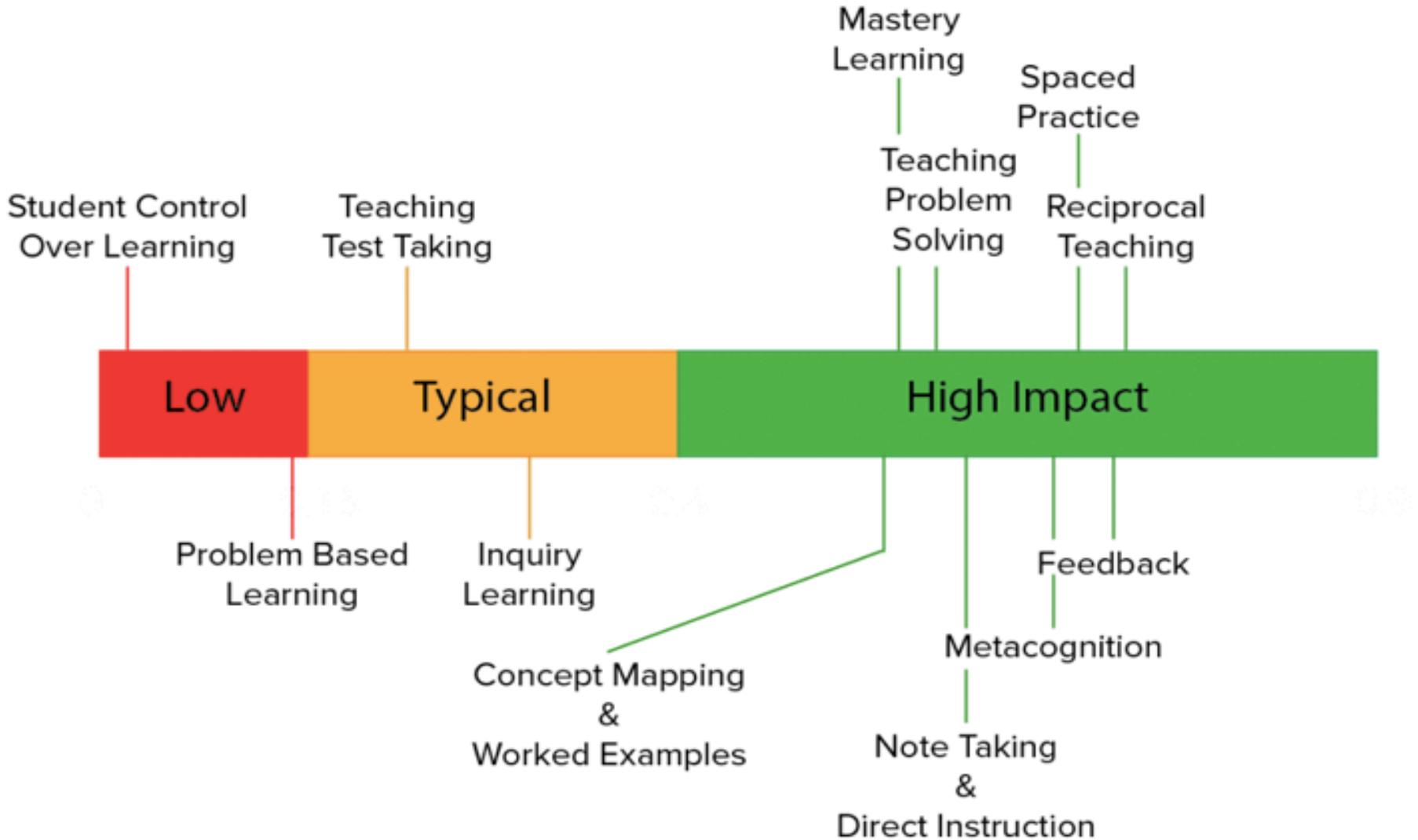


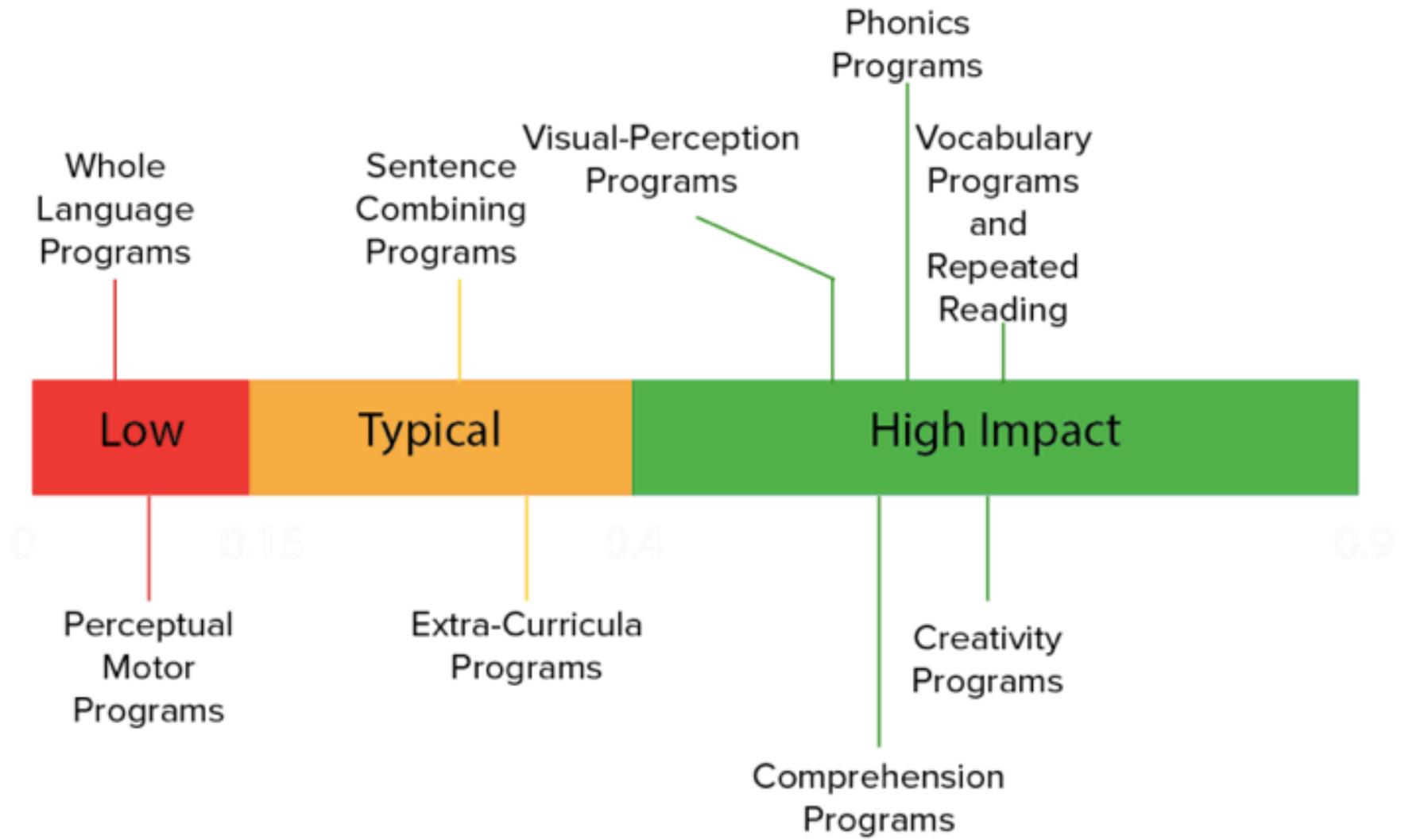


# Hattie, 2017

Variables Related to Explicit Instruction	<i>d</i>	Variables Related to Explicit Instruction	<i>d</i>
Explicit Teaching Procedures	.57	Scaffolding	.82
Direct Instruction	.60	Response to Intervention	1.29
Mastery Learning	.57	Collective Teacher Efficacy	1.57
Goals	.68	Teacher-Student Relationships	.52
Clarity	.75		
Questioning	.48	<b>Comparisons</b>	
Classroom Discussions	.82	Whole Language	.06
Feedback	.70	Discovery-Based Teaching	.21
Deliberate Practice	.79	Problem-based Learning	.26
Rehearsal and Memorization	.73	Student Control over Learning	.02
Spaced Practice	.60		
Retrieval Practice	.54		

# High Impact Instruction





# Big Idea #3

Infrastructure development is a critical first step in getting the foundation ready for MTSS implementation.

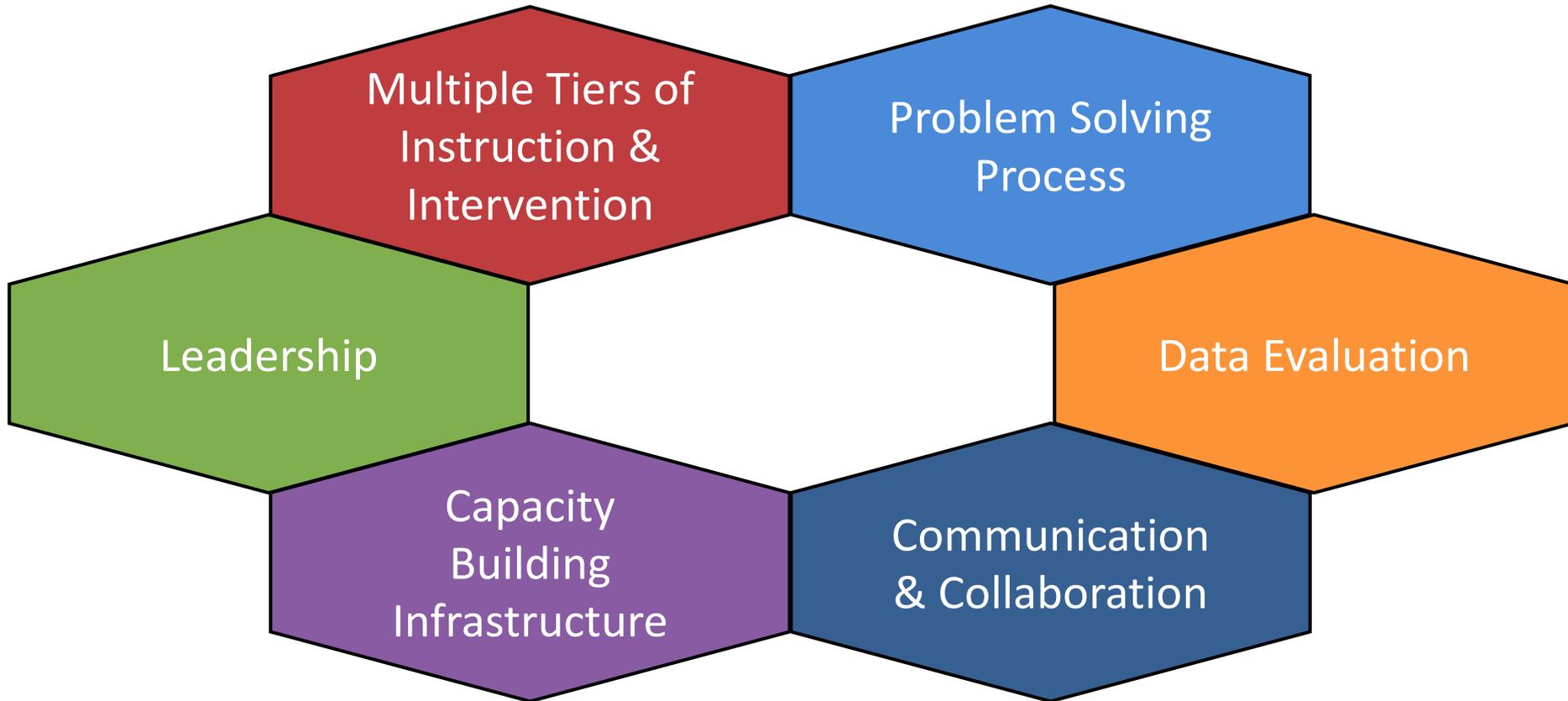


**What happens when  
MTSS is done well...**

# 12 Years Ago... Florida...

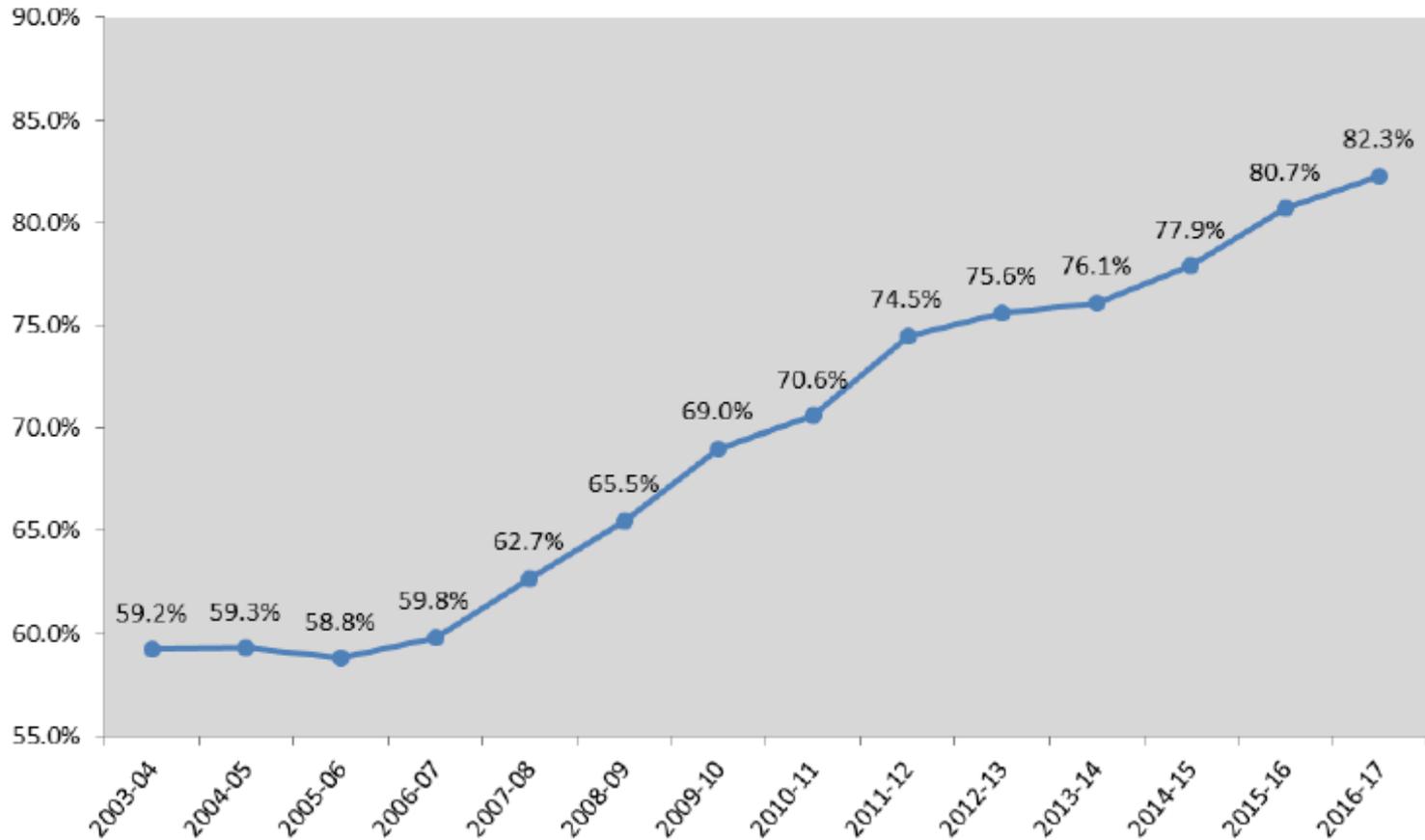
- Made a commitment to implementing MTSS statewide
- Made a commitment to inclusion—inclusive instruction—to ensure all students had equitable access to content to attain grade level standards
- Made a commitment to the principles of UDL to drive the lesson planning process
- Made a commitment to standards-based instruction for all students
- Promoted the use of integrated lesson planning
- Promoted the concept of “universal instruction”

# Critical Components of MTSS



*MTSS is a framework to ensure successful education outcomes for ALL students by using a data-based problem solving process to provide, and evaluate the effectiveness of multiple tiers of integrated academic, behavior, and social-emotional instruction/intervention supports matched to student need in alignment with educational standards.*

## Florida's Graduation Rate 2003-04 to 2016-17



# Graduation Data 2008-2018

	2008	2018	Change	Rate/Year
SWD % Graduated	35.6%	77.0%	+ 41.4%	+4.14%
GAP from All Students	18.0	9.0	-9.0	-5.00%

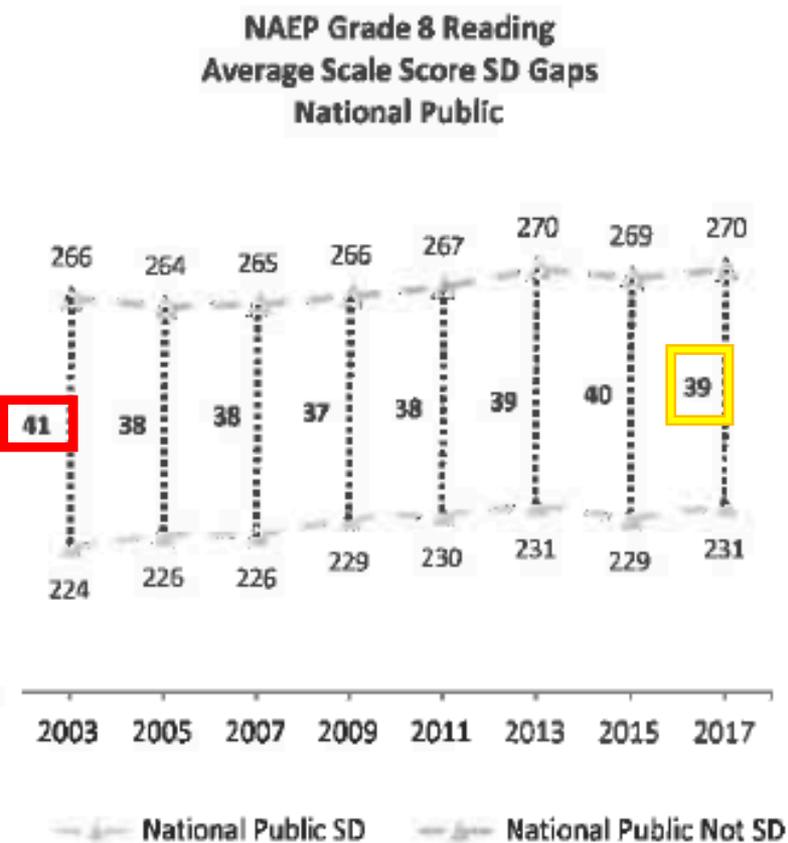
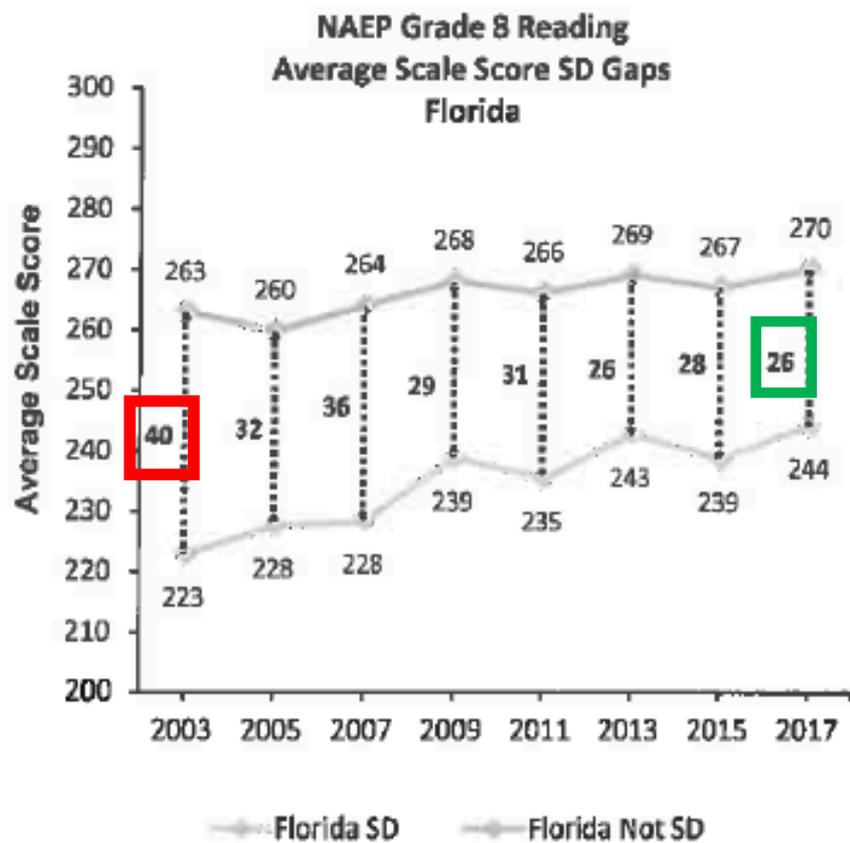
## Florida Students Lead the Nation in Reading and Math on NAEP

- Florida – Only State to Improve Significantly in Grade 4 Math, and Grade 8 Reading and Math

	2015	2017
<b>Grade 4 Reading</b>	227	228
<b>Grade 4 Math</b>	243	246 
<b>Grade 8 Reading</b>	263	267 
<b>Grade 8 Math</b>	275	279 

## Florida Subgroup Performance Leads the 50 States

- Florida Ranks #1 in Grade 4 Math Performance for
  - Black students,
  - Hispanic students,
  - Students eligible for free/reduced lunch, and
  - Students with disabilities
- Florida Ranks #1 in Grade 4 Reading Performance for
  - Hispanic students



**As a District...**

# **Los Angeles Unified School District**

**K-12 Enrollment approx. 664,000**

**Total including Adult Education 1,067, 898**

- 10% Black, not Hispanic**
- 73.8% Hispanic**
- 9.0% White, not Hispanic**
- 3.9% Asian**

**Approx. 53 languages**

- 194,357 (29%) EL Students**
- 94% of EL Hispanic**
- 63,833 (10%) FEP**
- 258,190 (39%) EL and FEP**

# Los Angeles Unified School District

**- 61% FRPL                      - 79% Poverty**

**Special Education 82,280 – 12%**

**- 50% SLD**

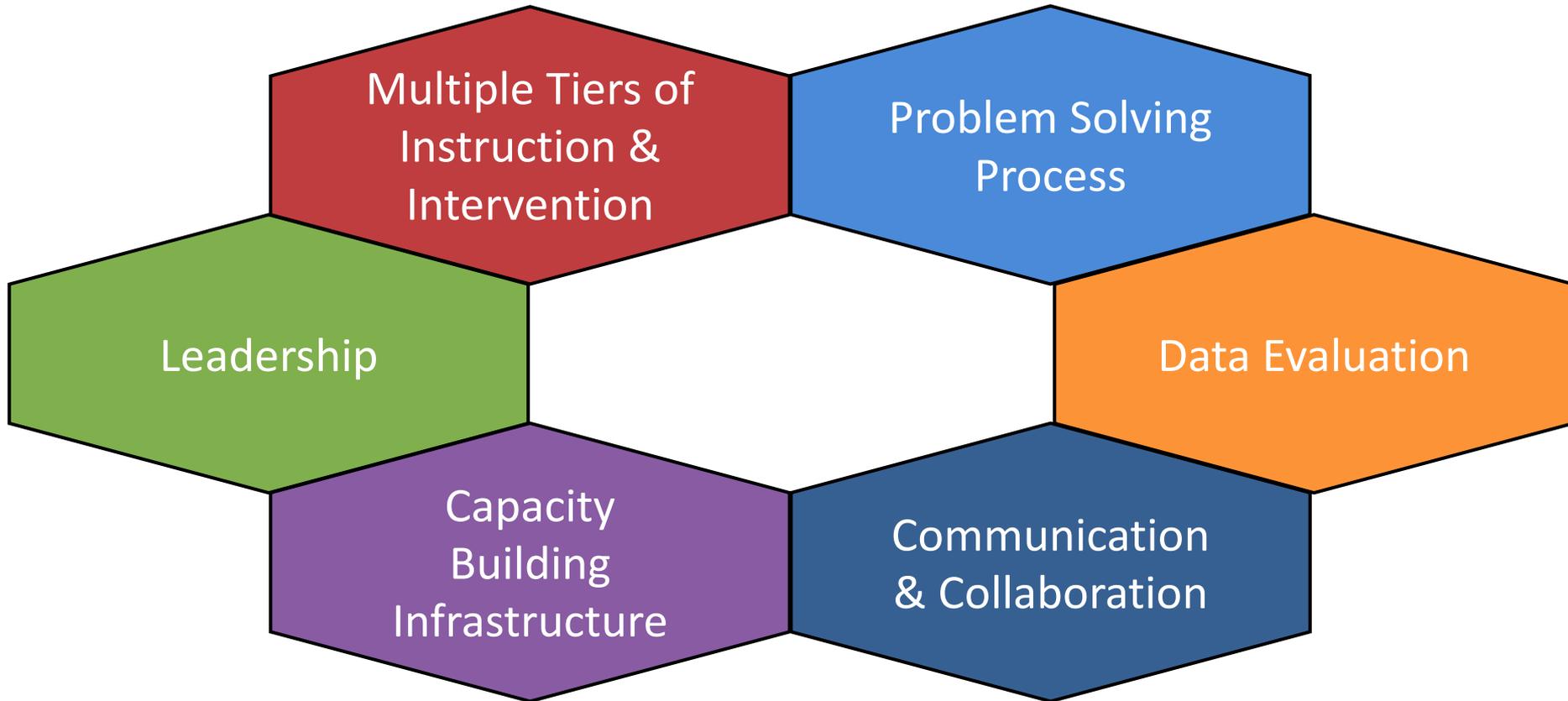
**- 15% Speech**

**- 13% Autism**

**- 9% OHI**

**- 50% SPELL**

# Critical Components of MTSS



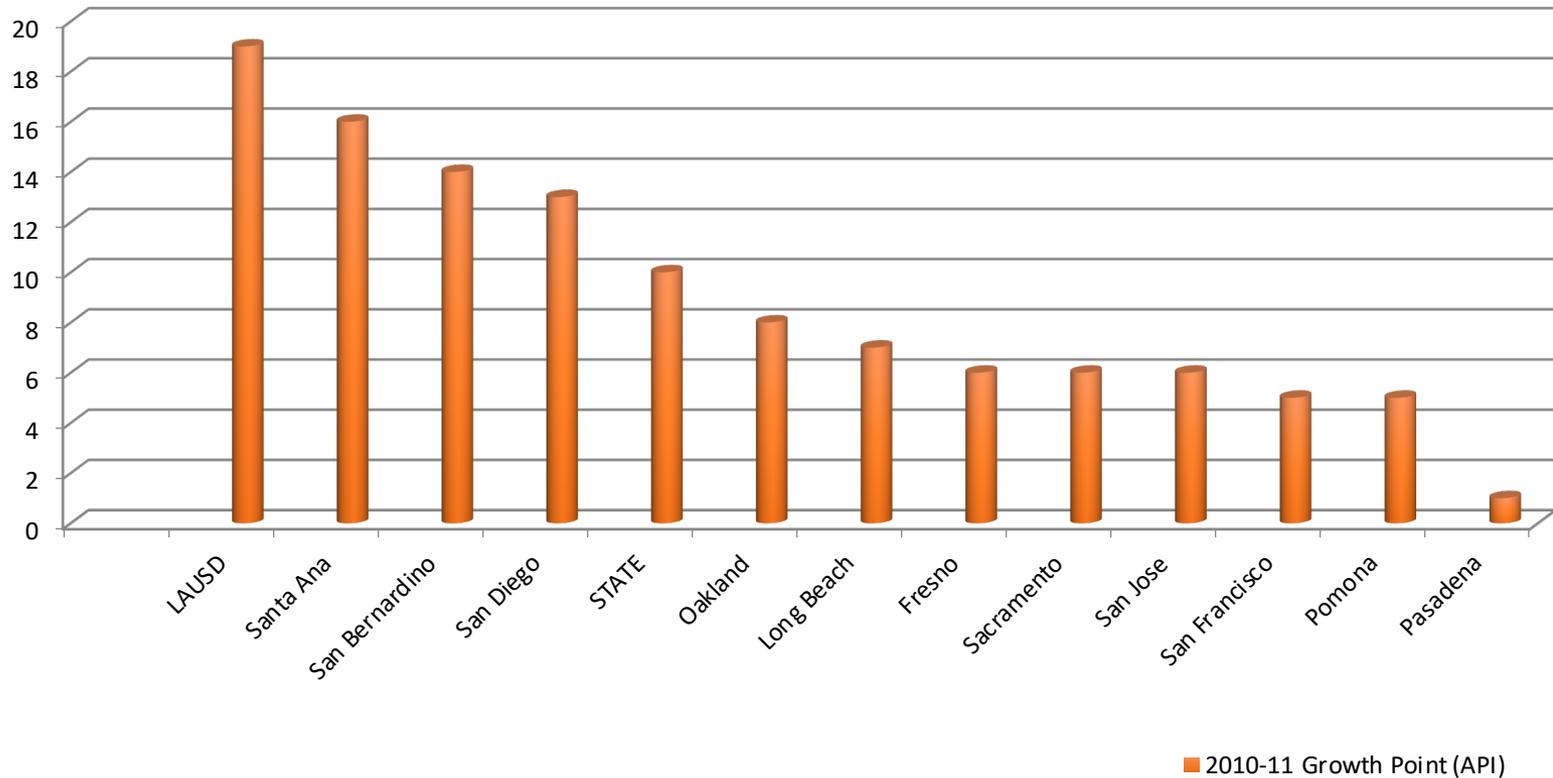
*MTSS is a framework to ensure successful education outcomes for ALL students by using a data-based problem solving process to provide, and evaluate the effectiveness of multiple tiers of integrated academic, behavior, and social-emotional instruction/intervention supports matched to student need in alignment with educational standards.*

# Big Picture Results...

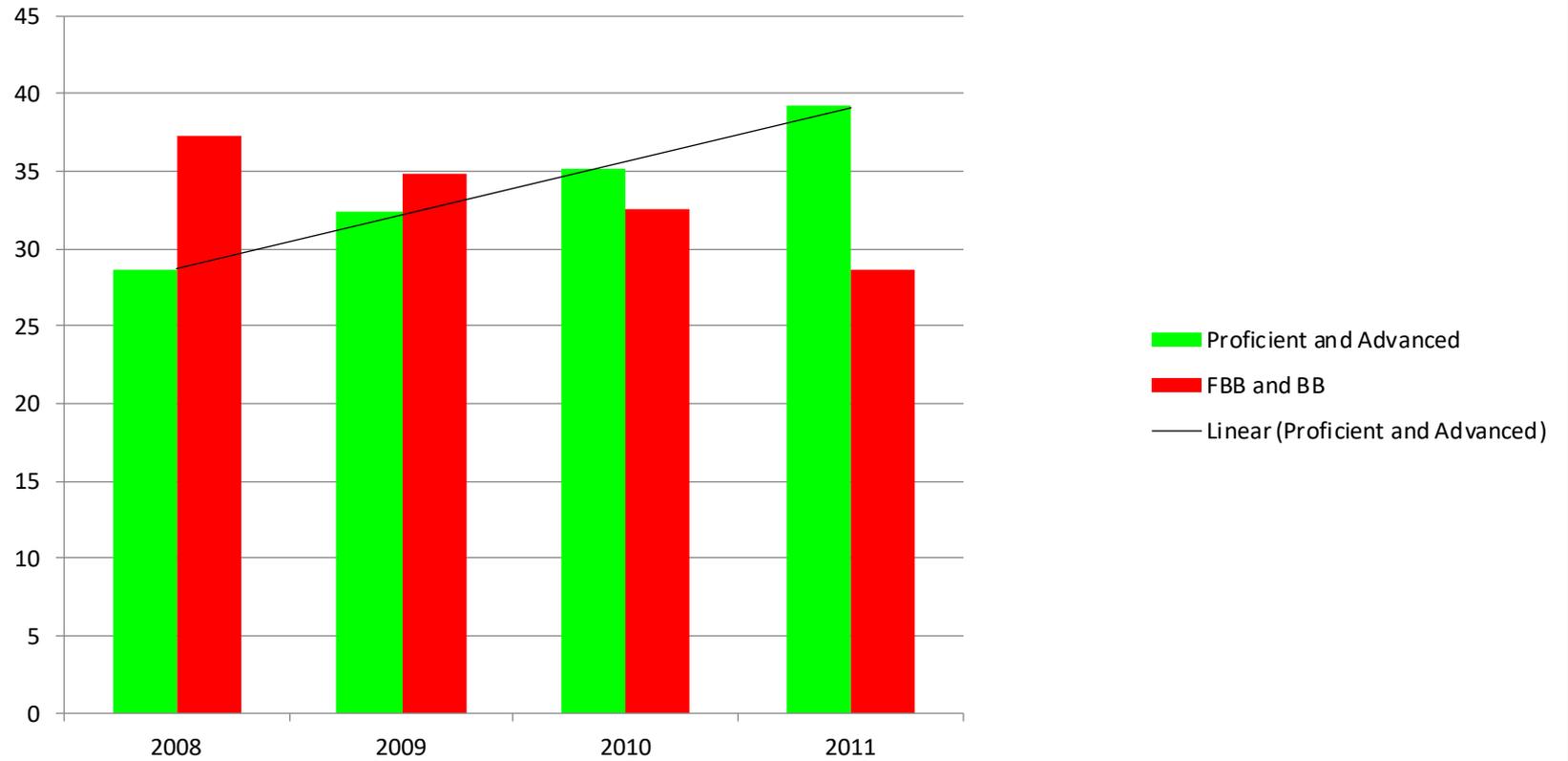
...showed growth in every single grade level...

...every content area...

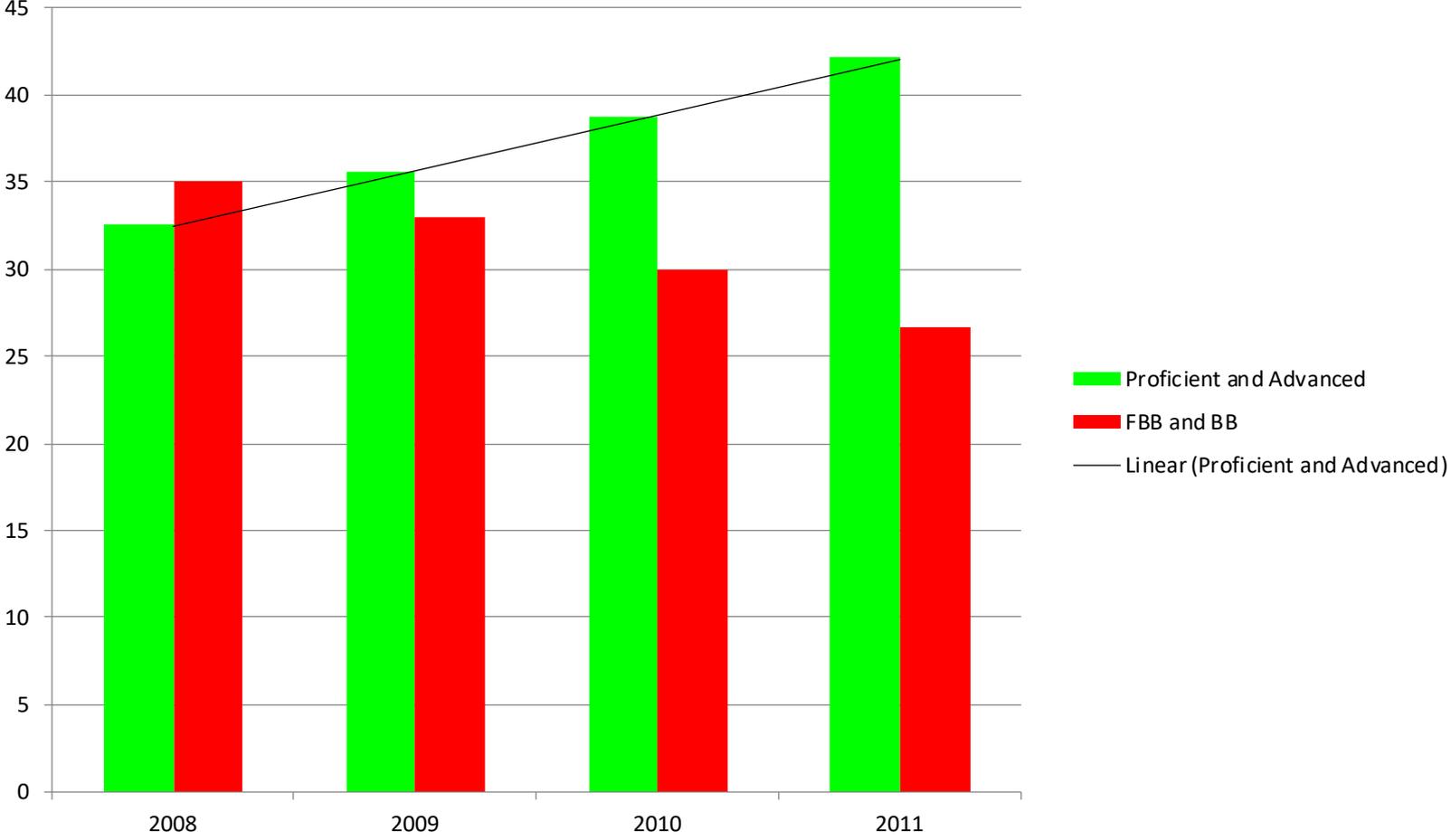
# 2010-11/12 Annual Growth (API) Urban School Districts in California



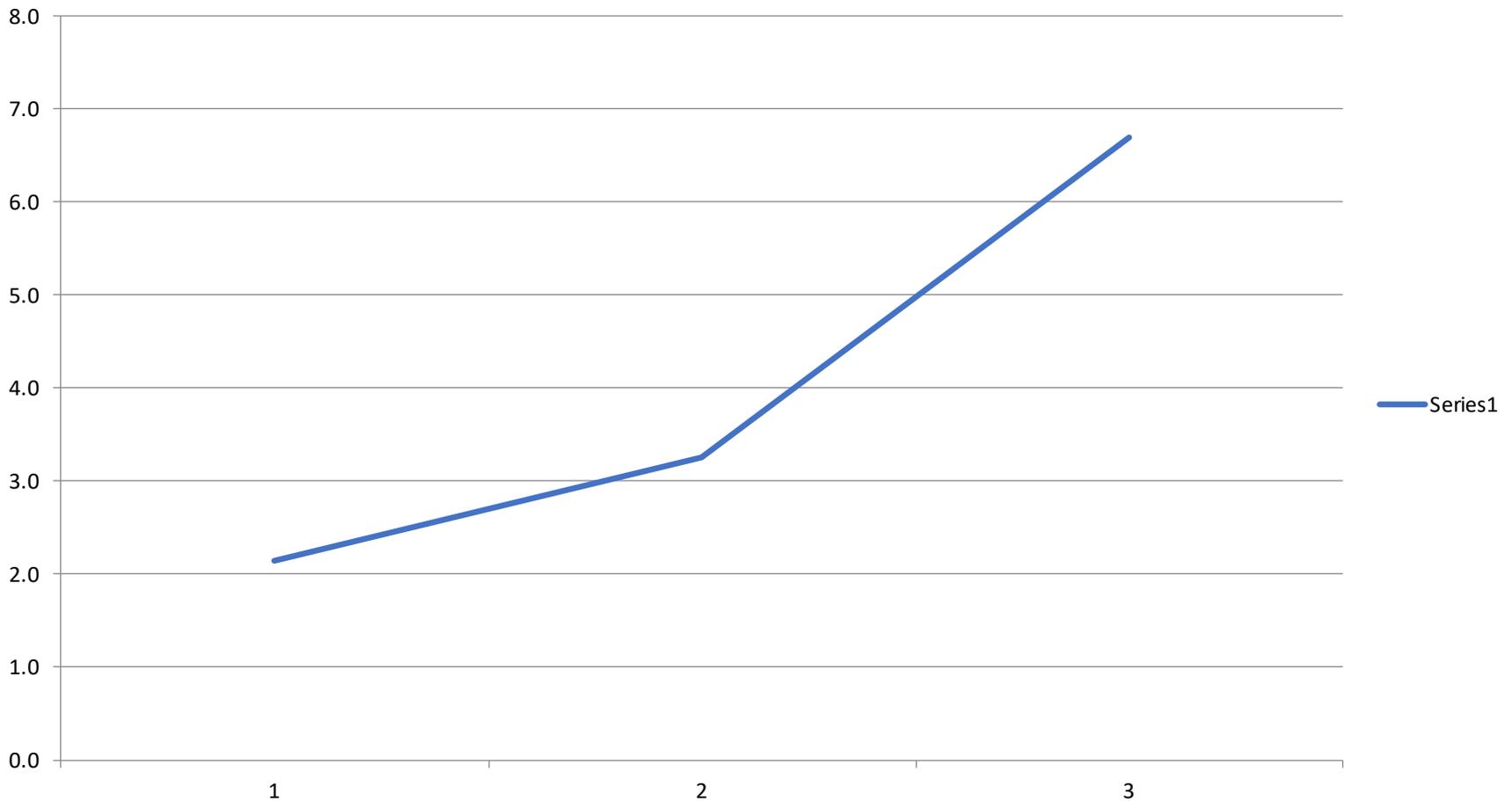
## RtI<sup>2</sup> Cohort 1 Schools Proficient and Advanced



# RtI 2 Cohort 2 Schools Proficient and Advanced



# Percent of Students Moving to Proficient/Advanced From 2% in 08/09 to 6.9% in 10/11



## **African American Students**

21 point increase in 2010

15 point increase 2011

17 points in 2012

**3 year gain = 53 point growth**

## **Students with Disabilities**

20 point increase in 2010

28 point increase

26 points in 2012

**3 year gain = 74 points**

## **English Language Learners**

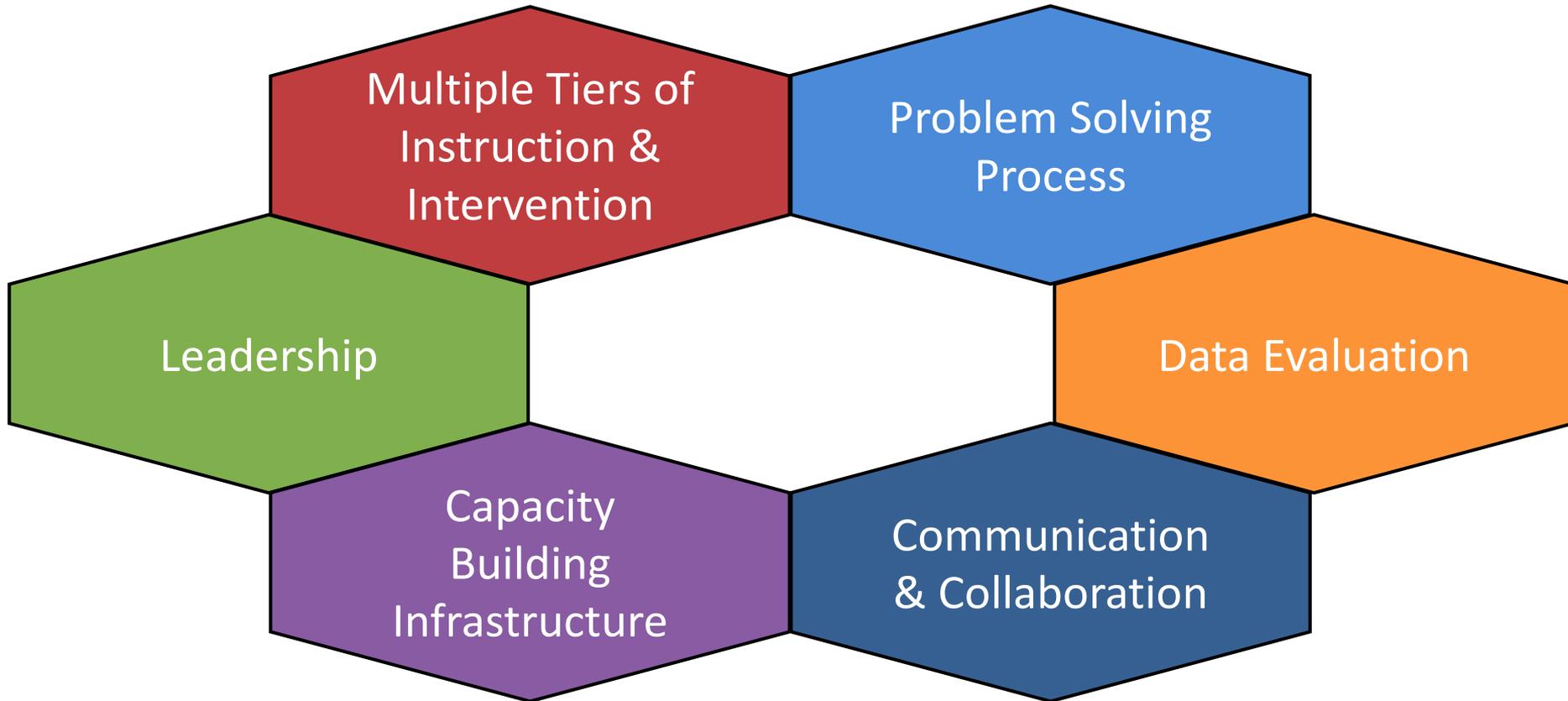
11 point increase in 2010

20 point increase in 2011

13 point increase in 2012

**3 year gain = 44 points**

# Critical Components of MTSS



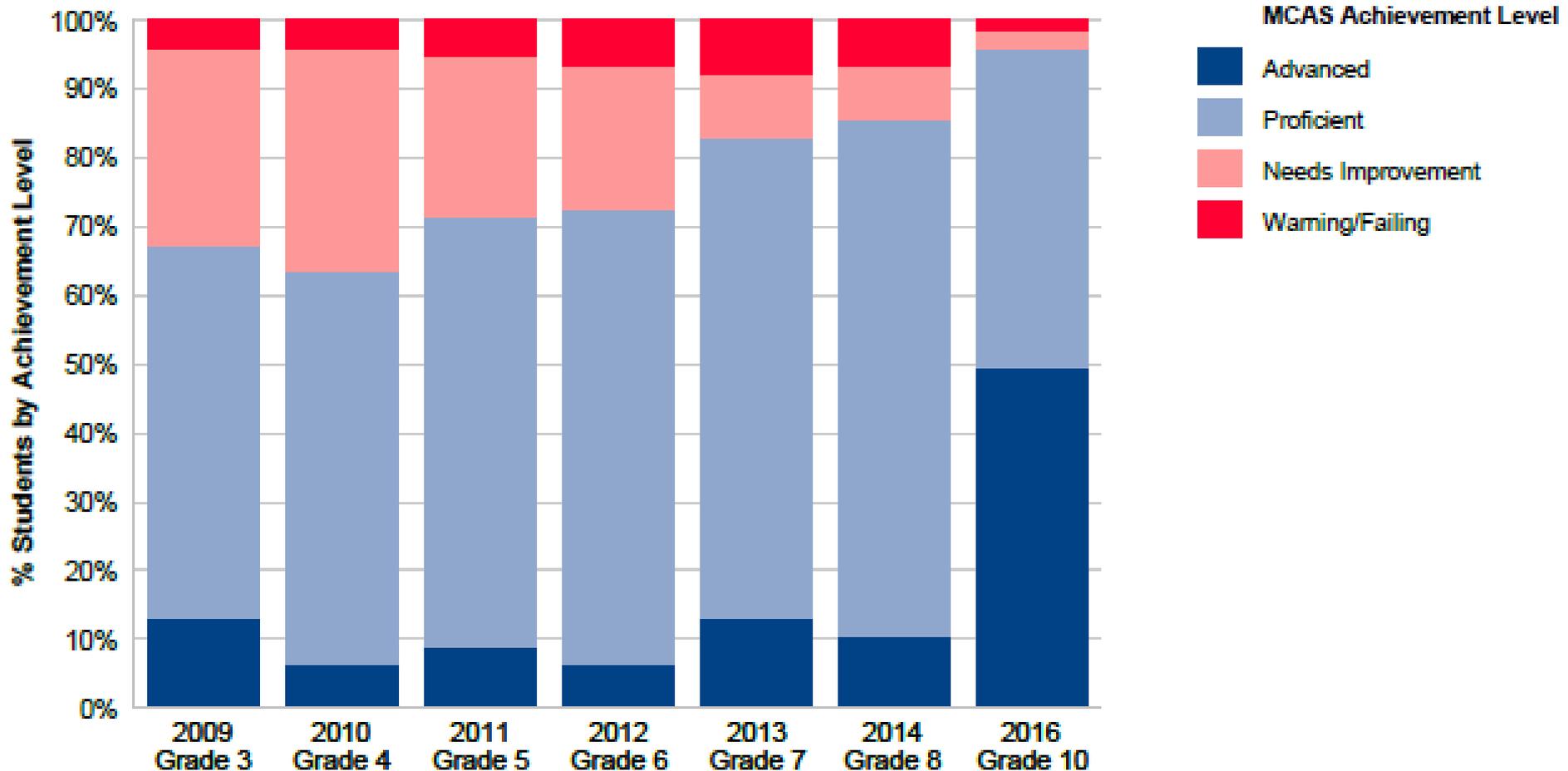
*MTSS is a framework to ensure successful education outcomes for ALL students by using a data-based problem solving process to provide, and evaluate the effectiveness of multiple tiers of integrated academic, behavior, and social-emotional instruction/intervention supports matched to student need in alignment with educational standards.*

**As a School...**

# Cohort Data Slide: Class of 2018 ELA



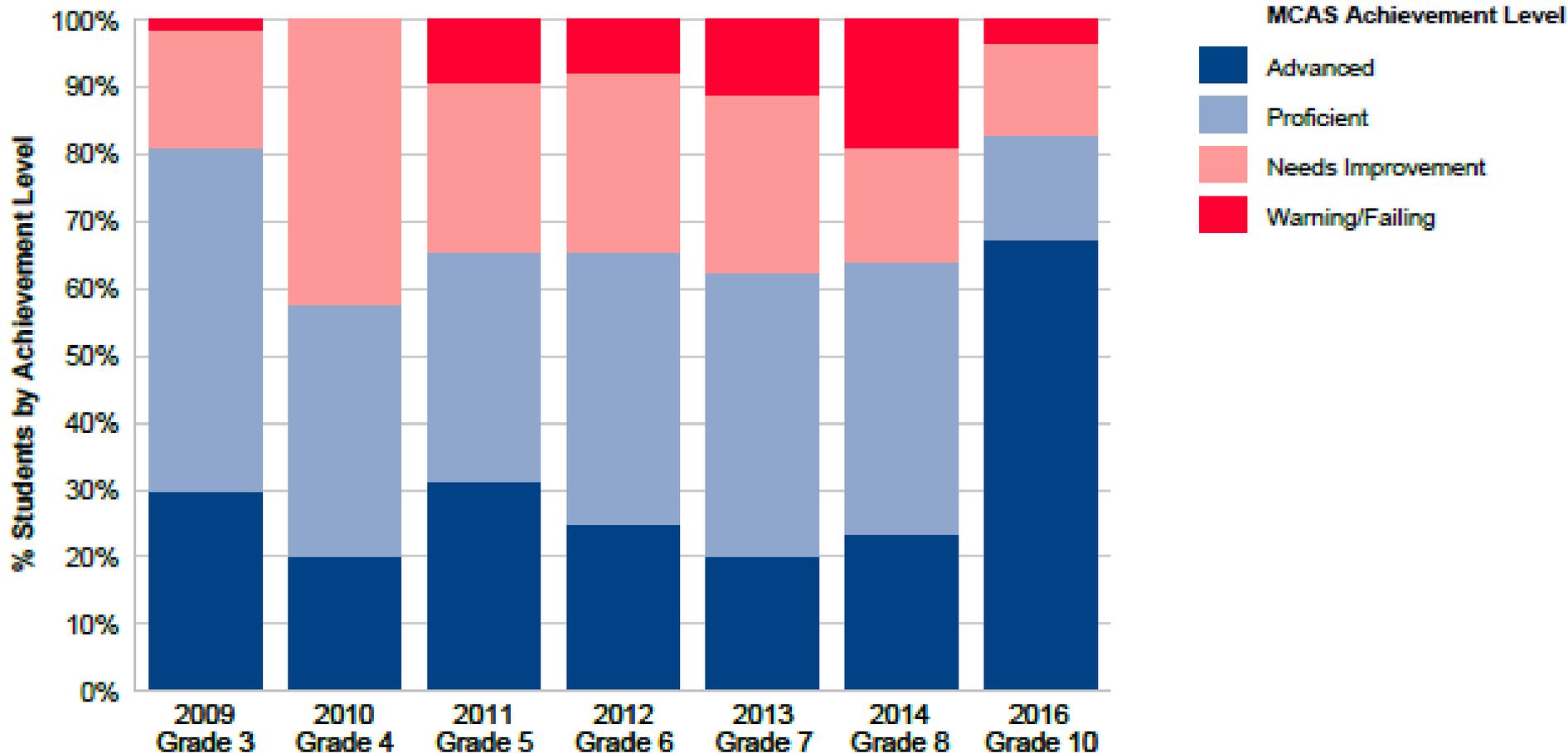
Students Included: Students who took all tests



# Cohort Data Slide: Class of 2018 Math



Students Included: Students who took all tests at the district



# Mashpee Middle/High School 3-Year Data Comparison Subgroups (Grade 10)



Student Group	2015 Before MTSS	2016 MTSS Year 1	2017 MTSS Year 2
<b>Students with Disabilities % Proficient/Advanced</b>	<b>English 81%</b>  <b>Math 29%</b>	<b>English 85%</b>  <b>Math 46%</b>	<b>English 91%</b>  <b>Math 64%</b>
<b>Economically Disadvantaged Students % Proficient/Advanced</b>	<b>English 87%</b>  <b>Math 67%</b>	<b>English 92%</b>  <b>Math 67%</b>	<b>English 96%</b>  <b>Math 82%</b>

# Mashpee Middle-Mashpee Middle-High School Graduation Rates (4-Year Cohort)

	<b>2015</b>	<b>2016</b>	<b>2017</b>
<b>All Students</b>	<b>88.3%</b>	<b>90.2%</b>	<b>95%</b>
<b>Students with Disabilities</b>	<b>64.7%</b>	<b>76.9%</b>	<b>85.5%</b>
<b>Economically Disadvantaged Students</b>	<b>78.3%</b>	<b>87.8%</b>	<b>91%</b>

# Big Idea #5

Continuous improvement  
is...  
well...  
Continuous.



Never forget the importance of  
trust, relationships &  
listening  
for the sake of making progress.

# Big Idea #6

MTSS is not another thing...

It is THE thing!



# Where to from here?

**It's a Marathon Not a Sprint...**

**But...we are running a fast Marathon!**



If you want to change and improve the climate and outcomes of schooling – *both for students and teachers*, there are features of the school culture that have to be changed, and if they are not changed, your well intentioned efforts will be defeated.

Seymore Sarason  
1996

# Piecemealness

**“It is not the pace of change that is the culprit, it is the piecemealness and fragmentation what wears us down.”**

*Fullan, 2003*

# MTSS Implementation

- Organized by a Plan
- Driven by Professional Development
- Supported by Coaching and Technical Assistance
- Informed by Data